DOCUMENT RESUME

ED 120 851 CS 501 301

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TITLE A Competency-Based Individualized Instruction Approach to the Basic Speech Communication Course; "Change" Magazine Undergraduate Teaching Project.
INSTITUTION Northeast Missouri State Univ., Kirksville.
PUB DATE 75
NOTE 73p.; Some pages may have poor reproducibility; Best copy available

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage
DESCRIPTORS Behavioral Objectives; *Communication (Thought Transfer); Curriculum Guides; Higher Education; *Individualized Instruction; *Performance Based Education; *Speech Education; Speech Skills
IDENTIFIERS *Speech Communication

ABSTRACT

The course approach reported in this document provides an alternative method of attaining the departmentally-accepted general course goals for basic speech communication. This approach begins with the identification of the student's core communication competencies which, divided into component concepts and subskills, are stated as behavioral objectives and become the testing instruments for measuring the student's learning. The document contains a description of the project in relation to the undergraduate teaching program criteria; a project description; course syllabi, student work samples, and evaluation samples; a project evaluation; and letters of recommendation. (JM)

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CHANGE MAGAZINE UNDERGRADUATE TEACHING PROJECT

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A COMPETENCY-BASED INDIVIDUALIZED INSTRUCTION APPROACH to the BASIC SPEECH COMMUNICATION COURSE

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VITA

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Teaching Experience: SUNY at Buffalo, 1966-7
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Post Degree Learning Experiences Include: Extensive self-directed learning and noncredit course work in the facilitation of learning.

Leadership in Improving Learning Includes: Participation in professional task forces and programs directed toward improving learning, including membership on the Steering Committee of an Institutional Self-Study at Northeast Missouri State University and Chairperson of a University Committee to develop a research grant program for innovative teaching projects.

Co-direction of many workshops to assist others in testing student learning strengths, individualizing learning, and designing learning materials.

Co-development of a nonprofit consulting firm to facilitate others' development of accountable learning programs.

Hosting a number of educators from outside our institution for observation of our competency-based individualized instruction project on campus, including observers from Enterprise Junior College in Alabama and Ricks College in Idaho.

Positions of Professional Responsibility Include: State Speech Association Board Member
Member of Legislative Council of Speech Communication Association for 1969, 1973-75
Local and State AAUP Officer

Publications Include: Developing Skills for Human Interaction with Richard Heun, Charles E. Merrill, 1975.
Articles on Edumetric Validation of Cognitive Style Mapping Elements and Individualizing Instruction

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Taught non-departmental classes including "Methods of Research" and "Creativity and Change" for graduate Education credit and "Professional Interaction" with undergraduate Nursing Majors.

Co-developed a nonprofit consulting firm to facilitate accountable learning programs.

Hosted visiting educators observing our competency-based individualized instruction project, including observers from Enterprise Junior College in Alabama and Ricks College in Idaho.

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Chairperson of the Missouri State Department of Education-Speech and Theatre Association Joint Committee on Certification Standards(temporary 30 hour certification was signed into law in 1975 until competency-based standards are developed.)

Publications Include: Developing Skills for Human Interaction with Linda Heun, Charles E. Merrill, 1975.

Articles on improving educational administration curricula, edumetric validation of Cognitive Style Mapping elements and items, and ways of expanding learning options to adapt to individual student styles.

DOCUMENT A

DESCRIPTION OF THE PROJECT IN RELATIONSHIP TO THE UNDERGRADUATE TEACHING PROGRAM CRITERIA

Overview:

Our project at Northeast Missouri State University is a competency-based individualized instruction approach to the required basic speech communication course. Our sections of this course provide an alternative approach to attaining the departmentally-accepted general course goals. The focus is on each individual learner and his attainment of competency in basic communication skills. Our approach reflects Gagné's statement that "Learning is maximized when: 1. It is individualized. 2. It specifies immediate and long term goals. 3. It is systematically designed, and 4. It knows how man learns."

Pretesting of each learner includes both testing which describes his current knowledge and level of skill development and which describes the learning methods which are most effective and efficient for him. Personal interaction with an instructor, as a face-to-face source of feedback on learning and as a solver of learning problems, replaces the more typical, less personal relationship with a teacher as information-giver and non-present test and paper evaluator. The process of learning is a shared experience between learner and facilitator in which both can grow.

Learners make choices within a flexible, yet comprehensive and incremental, program which assists them in developing competency in basic communication skills which are transferable to their personal and professional lives. We teach for transfer and, therefore, much of the learning and testing is done in real-life experiences. After the component concepts and skills are learned, each person selects relevant communication goals and the communication means to attain his goal. This approach has been developed over a five-year period with extensive student input and faculty input from other schools who have fieldtested our approach at their schools. Our data, and that of others who have worked with the approach, indicate that learning and affect increase. Dispersion of ideas and procedures for such an approach now flow through several channels including visits, consulting and workshops. In our judgment the program enables both learner-centered and quality skill development to essential competency levels. Because of the variety of referents for these rather abstract words we have visualized our project in more detail in attached supporting documents.

Relationship of the Project to Ultimate and Intermediate Criteria:

We especially appreciate Change Magazine's initiation and follow through regarding this project. It will undoubtedly have direct and ripple effects. The ultimate and intermediary criteria will play a large role in those effects. The criteria are rigorous and wholistic and reflect the strong concern for learning which is accountable and which continues beyond the immediate learning experience. These are fundamental goals within our project. However, our instructional model places priorities on two kinds of data: student attainment of competency levels of skills and the learning procedures he used to attain the competency. Thus, for some of the criteria we have little or no directly related data to support its accomplishment. For other criteria, data has been collected but we have not had the time and help to analyze them to this time. Each criterion is discussed briefly below as our project relates to it.

Ultimate Criteria:

1) The students learned what the instructor was trying to teach.

The accountability reflected in this criterion is a fundamental goal of our project. Learning objectives are specifically defined along with evaluation procedures and are communicated to the student before he begins learning. There is a "mirror relationship" between the learning objectives and the tests. We endeavor to "teach"(although the phrase sounds awkward, we prefer "enable learning") what is important for attaining competency and test what we "teach". Based on observations of crucial communication skills from sources including prospective employers of our graduates and task analysis, the sequence of component skills within a skill area were selected. Examples of component skill sequencing are found in Document C.

Grades are earned by 100% accomplishment of the course learning objectives. The grade of D is not used. The lowest passing grade, a "C", indicates that the learner has accomplished 100% of the core communication objectives. Higher grades indicate 100% accomplishment of personally-chosen learning options which assist the development of communication skills applied to specific personal goals. Learning is the constant and speed of learning is the variable(adapting to individual differences based on the amount to be learned and learning strengths). Table 1 summarizes learning in our project since 1971.

In addition to the content-related learnings, other learnings occurred We administered the Cognitive Style Map, a self-report inventory) both at the beginning and at the end of the course. 124 students were studied for the Fall, 1974 semester as a part of an edumetric validation study. On the average, the people perceived a 16.74 percentile point increase in their abilities to use their five senses(Q(A),Q(V),Q(O),Q(T) and Q(S)), a 13.26 percentile point gain in the ability to send and receive nonverbal communication(Q(CK)) and an 11.84 percentile point gain in the ability to maintain a positive communication relationship(Q(CT)). Also, perceived knowledge of self(Q(CS)) increased 8.38 percentile points and empathy(Q(CEM)) increased 5.90 percentile points.

Table 1

FOUR AND ONE-HALF YEAR RESULTS

1971-1975

	Total Sept. 1971-Dec. 1975 (63 sections)	Average Class
A	667(42.7%)	10.6
B	317(20.3%)	5.0
C	445(28.5%)* / 1429(91.49%)	7.1
D	0	0
F	133(8.51%) / 1562(100%)	2.1
IC	(27)	
W	286 / 1848	4.5 / 29.3

*Note: All 27 IC's have already earned at least a C and were added to the C grade total.

Thus, 91.49% of the learners completed "absolute" acheivement (as operationally defined by both paper-pencil and skill tests) of 100% of the core objectives (skills in talking, listening, and nonverbal communication).

2) Learning continued after the formal experience ended.

Continued learning and development of personal skills are other fundamental goals of our project. We have little data to support its occurrence. These goals are encouraged, however, by the self-learning focus of the course. Students take responsibility for setting goals for their learning, choosing learning materials and methods appropriate to their learning styles, and choosing learning and testing times. The additional use of a Cognitive Style Mapping procedure to identify and develop learning strengths encourages continued learning. As this Cognitive Mapping procedure is now being used in other classes, continued use of developed skills is more likely. Further, by teaching for transfer (most objectives are learned and tested in student-chosen real-life situations), continued use and learning are maximized.

3) Students retained what they learned.

Another important goal, given the vital nature of basic communication skills, is student retention and application to later communication situations.

Although many students have talked with us informally about the later benefits of the skills developed in our course, little specific data has currently been gathered to support the accomplishment of this criterion. Our specific teaching for transfer is designed to maximize the likelihood of retention and use of developed skills.

A study which suggests retention of knowledge and skill levels was conducted to determine the transfer of learning from the basic communication course(a freshman level course, usually taken as a freshman) to the micro-teaching course(a junior level course). The course is a pre-practice teaching course involving graduate assistant observers and their analysis of teaching communication behaviors via videotapes of roleplayed teaching communication situations. The data was collected over a two-year period using 1139 students. Over that period people who took the competency-based individualized instruction approach to the basic communication course were significantly more able to use their communication skills when compared to students who had taken the traditional approach to the same course. The significant difference of trasfer of learning as measured by final grades was extremely significant($p < .000001$).

4) Teacher goals and outcomes were met.

Our goals for this approach to the basic communication course are related to the skill development of students at a competency level. Data supporting the achievement of this goal was presented above under criterion 1. Another fundamental goal is the development of self-directed learning skills. Pre- and post-testing of student learning strengths(using Cognitive Style Mapping procedures) indicate that independent learning skills are increased by 7.26 percentile points. (Comparative data need to be collected for student learning strengths in a traditional format to put this data in perspective). The striving toward self-directed learning somewhat explains the number of F's earned by students in this approach(see Table 1). It is challenging for many students to begin making choices regarding their learning and to take the responsibility for those choices. They haven't had much practice. Some students typically will choose not to learn. However, the majority of these students will later return to our sections of the course and progress toward competency. The increased positiveness toward learning(we could likely have 'forced' them to learn the first time) we infer will have great benefits in terms of his transfer of learning and continued self-directed learning.

Teacher goals concerning the development of critical thinking abilities are also vital for the crucial decisions made regarding appropriate communicative behavior. Such abilities are necessary for the accomplishment of the rigorous applicative skill tests in the course. Further data regarding student perception of skill building in this area are reflected in Table 2 which summarizes data from McKeachie Teacher/Course Evaluation Scales.

Beginning in Fall, 1975, we began using institutionally selected McKeachie scales. The scales range from 1 to 5 with 1 described as "little or none" and 5 described as "very much". Table 2 represents 124 student responses(of the 146 in the classes) to four selected critical thinking considerations similar to the type of thinking practiced in the class and the total Critical Thought Index.

Table 2

McKEACHIE DATA ANALYSIS - CRITICAL THINKING

Item	Median		Mean	
	Actual	Preferred	Actual	Preferred
Develop Ability to Recognize Problems?	4.42	4.85	4.13	4.71
Develop Openmindedness?	4.77	4.82	4.41	4.56
Develop Ability to Select Information?	4.00	4.51	3.82	4.07
Develop Ability to Draw Conclusions?	4.29	4.76	4.00	4.38
Overall Critical Thinking Index	4.14	4.60	3.96	4.45

5) Student Goals were Met

Core communication skills in our course are identified by the teacher, however, the specific applications for use of learning and testing are student-chosen. Student feedback indicates that the core communication skills are viewed as highly relevent for their future and present use of communication. Additionally, the skill areas achieved beyond the core skill areas are guided by student-chosen objectives for their future professional and personal uses of communication. The following questionaire results indicate strongly that they perceive course goals as being met.

Table 3

FOUR AND ONE-HALF YEAR RESULTS - AFFECTIVE DOMAIN

Questionaire Regarding This Speech Communication Course

Comparing this Speech Communication Course with your other courses:

	Yes	No
1. Do you spend more total time(including in-class time) with this course?	25%	75%
2. Do you learn more?	86%	14%
3. Do you enjoy this course more?	85%	15%
4. Do you feel that you can use more of what you learn?	93%	7%
5. Will you use more of what you learn from this course?	94%	6%
6. Would you recommend to a friend that they take this course?(Spring 1973 to Fall 1975 only)	94%	6%

The responses to the last item are corroborated by one of the McKeachie items regarding Course Benefits: "Been so interesting you would recommend it to others?" The median response was 4.50 and the mean was 3.89. Both affect items indicate strong positive recommendations. Three other items from the McKeachie Scales strongly suggest that students perceive their goals as being met. Responding to the question how much has this course, "Been valuable to your academic plans?", the median response was 4.62 and the mean was 3.84; to the question, "Been valuable to your vocational plans?", the median response was 4.53 and the mean 3.81; to the question, "Been valuable to your personal(psychological and social) development?", the median response was 4.10 and the mean 3.74.

6) Learning Experience related to other learning experiences.

The learning objectives for this course are directly related to student learning in other areas as communication skills are basic to the process of learning. We are also working with others on a two-year integrated core curriculum which would more directly integrate the content matter of all courses in the General Studies program.

Pretesting of knowledge and skill levels, developed through other courses and life learning, identifies and utilizes previous learning of the student. We have no specific data which would show that learning has been increased in other courses or in higher level courses in our own subject matter areas, however, personal feedback such as that reflected in the letter from our Study Skills Lab Director(Document E) would suggest the relationship. Many students also actively seek out other instructors who use Cognitive Style Mapping and individualized approaches to their courses.

7) Learning experience positively affected attitudes and behavior in immediate learning community.

Our competency-based individualized instruction approach has literally kept us in teaching. We had become increasingly frustrated with the varying levels of learning and affect generated by class learning situations. We, for the most part, offered the same instruction to all students and indicated by a grade how much of the content and skills he had mastered in a specified time. We were not accountable for the learning of our students. The impressive differences in student learning and affect are having their influence with others on our campus as well as for ourselves.

A more visible result of the project is the expanding use of Cognitive Style Mapping to identify student learning strengths. (Note: the procedure was introduced at our campus by ourselves and a colleague in history.) Our students shared their maps with other teachers and friends with the result that we are now processing Cognitive Style Maps for some 28-30 faculty on campus(2 in our Division). In addition, our University Testing and Counseling Service uses the procedure to identify strength of students who go on probation and the Study Skills Lab uses it to learn more about student's learning strengths.

Other attitudes and behaviors which the project has influenced are harder to ascertain. Some of our colleagues are somewhat defensive. An individualized approach is not desired by everyone. Some of this feeling may be related to the value judgement implied when students prefer an individualized approach or perhaps to the longer hours we spend working with students. Overall, the response from other faculty is positive.

The administrative response has been positive and supportive. In matters such as scheduling classrooms and allowing us to give incomplete grades, many traditions were broken. The Library purchased multiple copies of alternative learning sources and keeps them on reserve for students as well as handling the distribution of our cassette tapes. A major indicator of support is the individualized instruction lab which will be part of our new classroom building our Division will move into in Spring, 1977. The greater efficiency of the learning approach and the accountability of the learning are major factors in their positive regard, as well as increased interest in the project from ourside the University.

8) Cost of learning experience.

Our experiences suggest that our competency-based individualized instruction approach leads to more learning for less money. The learning level, as visualized earlier, is accountable at a level of competency. Money is saved in two ways. As not every student needs, or wants, extended teacher contact, more student can be "taught" by an individual instructor. During the four and one half year period, all of the LL170 sections are estimated by Division personnel to average under 23 people per class. Assuming an average of 23 and given our average class size was 29.3, the e timated average class size for non-competency based individualized instruction classes is 20.7. Thus, there is a comparative 29% decrease in instructional cost for each one hundred students using our approach.

Also, the use of facilities is altered by not holding formal classes, so that fewer classroom are needed to accomplish accountable learning. We do find that we spend more time than those using a traditional approach. We typically put in 19-23 hours a week interacting with students.

9) Enrollment levels were sustained or increased.

Enrollment levels have increased with each offering of this approach in competition with a traditional approach as indicated by the letter of our Division Chairperson(Document E). Direct data is not available to indicate the influence of this approach to upper-level division courses.

Intermediate Criteria:

1) Students were motivated to learn.

The affective data presented in Table 3 reflects a motivation to learn. This strong affect is directly related to the continued success experienced by the student in his learning. By adapting to the knowledge

and skill level of the student as well as his own learning strengths, everyone can, and does, learn.

Also the data regarding student learning would suggest a strong motivation to learn(see Table 1) Continued success enhances the self concept of the student so that later learning is self rewarding.

2) Structure was determined by the goals of the experience.

The structure of this approach is directly related to its goals. Learning goals of competency levels of communication skills led to the development of behaviorally-specified sequenced objectives which are accomplished in real-life situations and learned at the student's own pace. Goals of adapting to individual learning styles led to the development of alternative learning materials which adapt to different thought patterns and alternative learning methods to adapt to different environmental preferences and encoding and decoding skills. Pre- and post-testing in both learning goal and learning style skills reinforce that this criterion is closely approximated in our project.

3) Content well ordered, comprehensive, and appropriate for goals and students.

Each set of learning objectives is sequenced starting at ground zero with definitions, moving through knowledge and comprehension levels to higher levels of experiential use. The content is appropriate for each student both due to the common utilization of communication skills and to the process of pretesting so that the student starts his learning with those objectives not-yet-accomplished.

The following relationships exist among the structural elements of the course content: (1) Learning all skill areas enables learning all core communication skills, (2) Learning all skill area parts enables learning each skill area, (3) Learning all sequenced learning objectives enables learning each skill area part, (4) Using any learning materials or learning method will enable learning each learning objective, (5) Tests of each learning objective measure all significant aspects of each learning objective, and (6) The overall skill tests which follow the testing of component parts measure selection, systhesis, use, and transfer of skills.

4) Teacher involvement in harmony with goals.

The amount and kind of teacher involvement is in direct harmony with the goals of the learning methods. We interact with students at times of their choosing and provide the amount of feedback and assistance needed by each students. In this manner the goals of competency and self-direction are maximized. The manner in which we interact with an individual student in terms of role relationship and thought patterns used are guided by the preferences he has indicated on his Cognitive Style Mapping. For example, some students prefer highly concise responses, while others prefer several examples and the opportunity to interact on the material.

5) Time provided for students to contemplate and respond.

The time provided is a unique feature of the approach. The course is student paced. As mentioned earlier, learning is the constant and time the variable. Students with already highly developed skills test out of objectives quickly and finish the course(attain competency) early in the semester. Students with a lower skill level or learning difficulties learn at their own pace. The registrar has supported this important aspect of the approach by permitting unlimited numbers of incomplete grades, which were seldom used before for a freshman level course.

6) Rewards and sanctions were appropriate to goals.

The rewards and sanctions are highly appropriate to the goals of the course. Rewards are totally and directly related to the accomplishment of course objectives. There are no sanctions per se. The only negative outcome would be a student learning less than he wished to(reflected in a lower grade than he desired), which is a direct outcome of the student's choices. We do not provide the sanction. On the McKeachie Scales, when asked "Ask exam questions that were relevant to your own personal objective for the course?", the median response was 4.28 and the mean 4.12. When asked "Ask exam questions relevant to stated course objectives?", the median response was 4.74 and the mean 4.53. When asked "Were tests and papers graded carefully and fairly," the median response was 4.97 and the mean 4.91.

The strong affect reflected in Table 3 also suggested that the students perceived the rewards and sanctions as appropriate.

7) Students understood what they were doing, why, and how evaluated.

The first two weeks of each semester we conduct an extensive orientation period in which students are familiarizes with the course goals and procedures. (The Orientation Packet is included in these materials as part of Document C.) Students take the Cognitive Mapping Test Instruments and learning contracts and preferred learning methods are determined. Each student then makes an appointment with us for his first testing session(pretesting of the first skill area). This appointment occurs during the last two days of the orientation period. Thus each student learns through direct experience where testing takes place, and visualizes the mirror relationship between learning objectives and test questions. Personal interaction occurs with each student so that the goals and methods of the course are clear. In response to the question, "Did your instructor make clear assignments?" on the McKeachie scales, the median response was 4.59 and the mean 4.35

8) Goals and outcomes were clearly specified.

All goals for the course were clearly specified in behavioral terms. This is visualized in the samples which are a part of Document C. Their relationship to alternate learning methods and the grading for the course were explained orally and in written form in the Orientation Packet.

9) Evaluation criteria were clear and appropriate

The evaluation criteria were clearly explicated as 100% accomplishment of the behaviorally-stated learning objectives. Student learning continued until the criteria were totally met. That the students understood and were positive toward the evaluation procedures is reflected in the data given under 6 and 7 above.

10) Student products reflected the goals of the learning experience.

Student products in this project directly reflect the goals of the course specifically applied to application setting of their own choice. The strong affect represented in Table 3 toward the value of the course suggests that they perceive their products to relate to the goals. Samples of student work are included under Document C.

11) Kind and variety of instructional resources were congruent with goals and abilities of students.

The unique feature of this project varied nature of the instructional resources and their direct relationship to the learning styles which are most effective and efficient for the individual student. Cognitive Style Mapping is used to indicate the types of learning materials which would maximize an individual's learning. Materials which adapt to basic thought patterns were developed: formats include readings with examples and negative examples, outlines, direct "hands-on" learning experiences. Further, learning materials are also put on cassette tapes to facilitate learning by students who learn best by listening. Varied instructional groups include individual study, work one-on-one with an instructor, study groups, class rap sessions, and peer study groups. The varied instructional resources are visualized in the model of learning which this approach follows and is included in Document B.

12) Methodology was appropriate to goals and ability of learners.

Another unique feature of the project is the variety of methods for accomplishment of course objectives. Alternatives are available in terms of instructional groupings(discussed in 11), times and pacing for testing, form of testing(some students test mainly through an oral approach), and choice of instructors and instructor style. The Cognitive Style Mapping procedure helps to identify the learning method which will be most effective and efficient for a learner.

DOCUMENT B

PROJECT DESCRIPTION

Brief Description of Project:

The specific focus of this teaching project is competency-based individualized instruction for the basic speech communication course. In the academic realm, some of the most crucial and applicable knowledge and skills are to be learned in the realm of communication. These abilities will have both immediate and life-long applications. Though more difficult to teach both concepts and skills, both are essential to enable usable and transferable growth. Skills in listening, talking, and nonverbal communication are pivotal in each person's total life. They are essential to what K. Patricia Cross describes as maximizing the potential of each person to live a fulfilled and constructive life("The New Learners, " in Learning and Change, ed. Change Magazine, p. 74). As oral communication skills are usually accorded a very small portion of a person's academic experience, effective and efficient means of enhancing student learning in these areas is vital.

Our approach to assisting learning of communication skills begins with the identification of core communication competencies vital to a student's personal and professional interaction. These were selected from various sources including prospective employers of graduates(eg. school Superintendents). Each core skill area is divided by task analysis into its component concepts and subskills and expressed in terms of sequential levels of cognition. Stated as behavioral objectives, these component parts become the testing instruments to measure student learning. The component objectives are tested by paper-pencil tests. After the component parts of each core communication skill are mastered at 100% competency, skill tests (applications in real-life situations) are passed at 100% accomplishment. These skill tests include the attaining of student-selected communication goals.

The lack of communication learning materials which adapted to various cognitive styles and were applicable to individualized instruction led us to develop our own learning materials. These materials were developed and improved over a four-year period with extensive input from our students and colleagues in other learning settings who fieldtested the approach and materials. These written materials have recently been published by Charles E. Merrill--Developing Skills for Human Interaction, 1975. Other learning materials which were developed are visualized in the model below.

Each learner tests and progresses at his own rate, with learning the constant and time the variable. Students may complete the learning objectives in much less than one semester or are given an "incomplete" grade(one semester extension) to facilitate their full completion of objectives. Interaction with an instructor occurs immediately after each testing experience to provide feedback, guidance and assistance. Interaction with other learners occurs for interaction and learning and, at learner-chosen times, for group skill testing(speeches, discussions, etc.).

To facilitate each learner's efficient and effective progress, a procedure called Cognitive Style Mapping is utilized at the beginning of each semester to facilitate understanding of each learner's learning strengths. Learners then select, from among the various learning methods, the one(s) best suited to their learning strengths. The Cognitive Style Mapping procedure is also utilized following student completion of course objectives to discover growth in learning skills. The approach to learning reflects the suggestion of Mager and Beach that "effective instruction is one that calls for performance orientation rather than subject matter orientation(Developing Vocational Instruction, Fearon Press, 1967)".

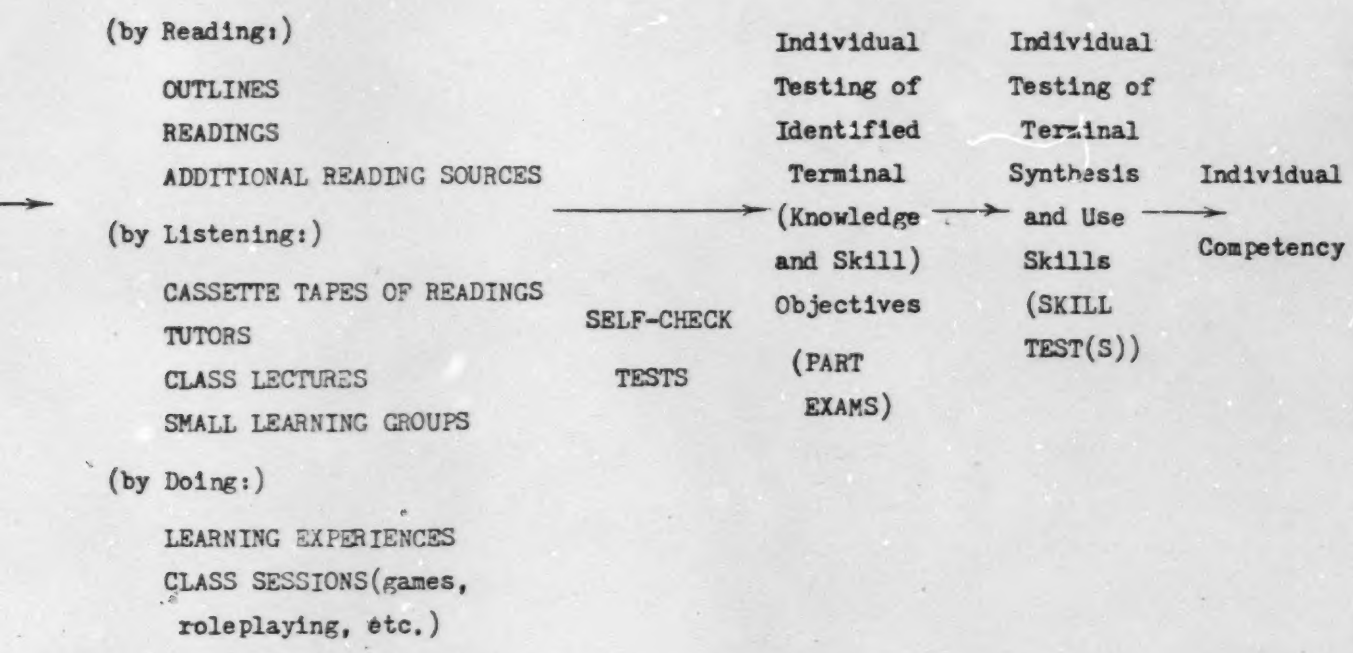
Grading within our program is a reflection of how many of the learning objectives are mastered at 100% competency. A "C" grade reflects that a learner has mastered 100% of all the core communication skills of listening, talking, and nonverbal communication. The "D" grade isn't given. Grades of "B" and "A" reflect mastery of 1 or 2 additional skill options, respectively. Going beyond what Martin Meyerson calls "homogenized education" ("Quality and Mass Education, Daedalus: American Higher Education: Toward an Uncertain Future, Vol. II, p. 321), we encourage students to choose options which will assist them in communication skills they need in their professional and/or personal lives. Thus, a person going into teaching might select the "Facilitating Learning Through Communication" option and do an Independent Project observing and analyzing 7th grade students' nonverbal communication in two different classrooms or plan and implement a public relations campaign for a 3rd grade class' Crafts Fair.

The following model visualizes our competency-based individualized instruction approach to the basic speech communication course.

Phase I - Diagnostic Testing

Incoming Students	→	Pretesting of Individual Student's Current Knowledge and Skill Levels (PART EXAMS)	→	Cognitive Style Mapping	→	Conference describing Learning Strengths	→	Varied Amounts and Kinds of Learning Needed	→	LEARNING OBJECTIVES

Phase II - Learning and Mastery Testing



Selected List of Improvements which Directly Improve Learning:

1) Focuses on the core skills needed for functioning at all levels of interaction.

2) Develops awareness of own communication and its effects on others.

3) Develops awareness that choices of personal values and genuine communication goals influence human interactions.

4) Develops awareness of own learning strengths.

5) Individual learning styles, in terms of methods of learning, are tested for and adapted to.

6) A variety of learning materials are provided to adapt to individual needs(as determined by Cognitive Style Mapping and student choice).

7) Learning Objectives are clearly stated.

8) Learning is sequential and cumulative.

9) Learning activities are designed to enable attaining Learning Objectives (i.e. a person could learn a particular concept from either the Outline, Reading, Cassette tape, Learning Experiences, tutor, teacher, etc.)

10) Learning Objectives are directly tested.

11) Personalized contact with each learner is provided in the amounts needed and/or chosen by the learner.

12) Tests are assessed together with the student.

13) Basic skills are learned fully by first learning all component knowledge and skills.

14) There is a team spirit of instructor and student working together to pass objectives.

15) Successful learning and using of skills generates positive affect and confidence for future learning.

16) Each student choose the grade(amount of learning) he earns.

17) Learning is the constant and time the variable.

18) Knowledge, concepts, subskills, and skills are synthesized into adaptive macroskills.

19) Maxmimizes student cognitive growth, develops psychomotor use of skills, and improves affect toward learning.

20) The focus of attaining own communication goals(ends) necessitates student's choices of relevant communication procedures(means) to attain the goal.

The direct testing of learning objectives and personalized nature of synthesis skill testing are visualized in Document C by the samples of testing procedures and student work.

To What Type of Learner and/or Educational Program is this Approach Adapted:

This teaching project is part of the General Education Program at Northeast Missouri State University. Northeast is located in a primarily agricultural area, enrolled 5495 students for the Fall, 1975, semester and has about one half of its graduates go into the teaching profession. The school also offers various Master's degrees and a Specialist Degree in Educational Administration. A part of this school's mission(similar to most educational systems at all levels) is to develop communication skills which will prepare students for professional and personal interaction. The basic speech communication course on our campus is required for all students. A competency-based individualized instruction approach to this vital basic course is directly related to the University's mission. In a humanistic, personal manner, this program is accountable for student learning of these crucial skills. Because each skill area begins at

"ground zero" entry level, presuming no previous relevant knowledge or skill, the program is amenable to any student. Though they work harder and longer to attain competency, culturally and educationally disadvantaged people experience successful learning--some for the first time.

To test the applicability of the approach at other schools and at other levels of education, we asked individual teachers to fieldtest the approach and materials we've developed. Among the formats in which the approach was tested were 1) honor sections of the basic speech communication course at a major midwestern university, 2) sections of the basic speech communication course at a metropolitan midwestern community college, 3) sections of the speech course at a southern junior college, and 4) senior high school speech courses. The approach is currently being tested in a counselor training program. Feedback from each of the numbered sources strongly indicated that the student learning was increased, student affect was high, and their own affect toward teaching was increased.

DOCUMENT C

COURSE SYLLABI, STUDENT WORK SAMPLES, AND EVALUATION EXAMPLES

Course Syllabi:

A copy of the Course Orientation is attached which is shared with students during a two-week orientation period to facilitate their understanding of course procedures and development of personal objectives. Following the Course Orientation is a description of the Cognitive Mapping procedures used to facilitate understanding of each student's learning style.

Evaluation Procedures:

The method utilized to evaluate student learning is a direct testing of each of the learning objectives and the abilities to select, integrate and assimilate the skills in concrete, real situations. The attached samples of learning objectives and matching testing instruments visualize this relationship.

Student Work Samples:

The attached samples of student work will visualized the personal adaptive communication skills which are the focus of course learning.

LL 170/Heun
COURSE ORIENTATION

Course Title: Fundamentals of Speech Communication, LL170

Instructors: Dr.'s Linda and Richard Heun
Text: Developing Skills For Human Interaction, Heun & Heun
Office: Nason Hall 300
Office and Testing Hours: 7:30 - 11:30, Monday through Thursday
Office Phone: 665-5121, Ext. 2156

Course Rationale:

Why does this University and many others require the beginning Speech Communication course? Because, being able to communicate effectively with others is extremely vital. Many of you will have only one opportunity to work specifically on these important skills -- LL170, which is completely concerned with communication skills.

This course in communication has been developed with you in mind. It is designed to help you meet your needs for communication skills in your current personal, academic, and social lives and also your future needs for improved communication in your chosen profession. What is crucial is to attain competency in these skills of communication by the most efficient available methods of learning

But people are different in both what they have already learned and how they learn. Some of you have already developed certain of your communication skills through previous classes or experiences, while others have developed other skills. Also, people learn in different ways. Here are some of the ways that another person taking this course might learn differently than you do.

1. People learn best at different rates (some more quickly and some more slowly).

2. People learn best at different times of day and night.

3. People learn best in different ways (some learn best by reading, some by hearing, some by direct experience).

4. People need different amounts of learning to accomplish similar levels of competency.

5. People learn better from some kinds of teachers and not as well from other kinds.

Because of the great importance of communication skills for your living and your differences in how you learn, this course will use a competency-based individualized instruction approach.

Here are some of the characteristics of individualized instruction that go beyond most regular instruction:

1. Within broad limits, you can learn at your own pace (rather than the teacher's).

2. You can choose your learning times. 2.

3. You will have your choice of mediz for learning.

4. You will be able to have as much learning material as needed to develop your communication skills.

5. You can avoid relearning material you already know by testing out of that material.

6. You can take the tests when you are ready to take them.

7. You will have more opportunity to work individually with your instructor.

8. You will have the opportunity to learn from different instructors.

9. You will know exactly what you will be tested on (eliminating your guessing and wasted effort).

10. You will most probably be able to get whatever grade you want from this course.

Competency-based instruction essentially means that achievement in the course is based on your full accomplishment of all objectives rather than how much of each of the objectives you accomplish. Full accomplishment of the communication learning objectives of this course is important due to the crucual nature of the communication skills involved.

Cognitive style mapping will be used to help identify your learning strengths so that you can fully accomplish all course objectives using the approach to learning which is most effective and efficient for you.

Course Objectives and Learning Materials

The content of this course is communication and the overall course goal is your improvement of your communication skills. Three core Skill Areas have been developed which each focus on a different aspect of communication. Four optional Skill Areas have been developed to assist you in developing your communication in specific application areas.

Each Skill Area has been divided into its essential Parts which are the basic unit of the Learning Materials. You can visualize each of the Skill Areas and their divisions by looking at the Course Achievement Form included in this Orientation and by examing the Table of Contents of your book.

To facilitate your individual learning, each Part contains the following:

-- A List of the Learning Objectives which tell you exactly what will be on each test. Because of the important of the communication knowledge and skills represented by these objectives, all of the Learning Objectives must be accomplished at 100% attainment (competency-based learning).

-- A complete Outline of the learning materials for that part for those individuals who learn best by outlines or use them to preview or review the materials. Individuals with a thought pattern represented by the letter "M" on their cognitive maps usually learn well by outlines.

-- A Reading (which expands on the outline) contains all of the material necessary for most people to pass the Learning Objectives. The Readings contain examples and contrasts which will assist many individuals to accomplish the Learning Objectives. Individuals with a thought pattern represented by a "R" or a "D" on their cognitive maps usually learn well by these readings.

-- Within the Readings are Learning Experiences which provide direct "hands on" ways to apply the understanding and skills you will be developing. Individuals who learn well by direct experience usually have many major strengths in the first column of their cognitive maps (representing Qualitative strengths), especially Q(T), Q(V), and Q(A).

-- A Self-Check Test which assists you in determining your attainment of the Learning Objectives.

In addition each Skill Area (usually made up of four or five parts) begins with an Introduction and set of Definitions and concludes with suggestions for Additional Learning Sources which are all on reserve at the Library. These sources might be used to supplement the learning materials in your book to accomplish an objective or to learn more about areas which interest you.

All of the learning materials discussed so far are essentially using reading skills (with the exception of the Learning Experiences which are "doing"). Individuals who learn well by reading usually have a major strength represented by T(VL) in the first set of their cognitive maps). For those individuals who learn better by listening and talking (represented by T(AL) in the first set of their cognitive maps) all Readings have been placed on cassette tapes which are available in the Music Room of the Library. There is a tape for each reading. Such individuals can also use interaction with the instructor and other learners to facilitate their learning.

Passing each Skill Area involves passing a paper-pencil test over the Learning Objectives at 100% competency and (after the paper-pencil testing) passing a Skill Test over that Area at 100% competency. You can visualize the Skill Area Parts over which you will take paper-pencil tests and the Skill Tests by looking at the Course Achievement Form which is attached to this Orientation. Some of the Skill Tests will be done inside class. All paper-pencil testing will occur in class.

Here is an overview of how you can complete each Skill Area:

1. Take a paper-pencil test over all the Learning Objectives for that Skill Area.

2. Have the test graded by your instructor. This will be done immediately after you've completed the test. Your correct answers will indicate those Learning Objectives which you have already learned from your own personal reading, previous courses, life experiences, etc. You will not be retested over any objectives once you have passed them. The not-yet-correct answers indicate those Learning Objectives which you haven't yet completely learned. You will study those and be retested.

If you pass all objectives in the pretest, you will do the Skill Test which is contained in your book at the end of that Skill Area. As with the paper-pencil tests you may take a Skill Test as many times as is necessary to attain 100% competency. When you complete the Skill Test, you have passed that Skill Area and deserve a celebration of your choice.

If you have not passed all objectives, continue to the following steps.

(Note: The first two steps are called "pretesting" and may be omitted if you choose.)

3. Choose and use appropriate learning materials. Your cognitive map will help you determine those which will be most effective and efficient for you.

4. Take and check the self-check test. Answers which may not be found in the Readings are given at the end of the self-check test. For answers which are the description of a personal experience, check the answer with others working on the course. If you miss some, recheck notes, learning materials, or consult with a friend taking the course or your instructors.

5. Retake the paper-pencil test over those Learning Objectives which you missed on the first testing. You may test over as many objectives at a time as you choose. You will be working with a different form of the test which differs only where specific situations are offered for your analysis.

6. Your instructor will check your answers. If you have now successfully attained all remaining Learning Objectives, you will do the Skill Test as described in step 2. If you miss some objectives, your instructor will help you with your difficulties in learning. You will continue taking a form of the test until you pass all Learning Objectives.

Individual Study and Pacing

In this course you will be in control of your learning (unless experience suggests there would be a more functional approach to your learning). We would like to suggest several approaches which former students and our experience have proven helpful in Individualized learning:

1. Try using the suggested steps for learning presented on p. 3 of this orientation.

2. Study with other people. This helps with reading, doing learning experiences, checking self-check tests, discussing material, etc. (If you don't know other students in the course and wish to use study groups as a means of learning, an instructor will assist you in getting into a study group.)

3. Use scheduled office hours to work with instructors. If there are any questions or if the learning and testing procedures are not optimal for you, please talk with us. We want to help you learn.

4. Start learning immediately and keep yourself on a somewhat regularly-paced schedule. Attached to this orientation is a learning contract you will be asked to complete and sign. We suggest that you consider what you already know about your own learning habits, the other courses you are involved in, and other personal responsibilities. You might keep in mind the usual

push at the end of the semester and work toward having this course completed prior to th t time. Your cognitive map will also help you complete this contract. Once you have decided on a reasonable contract for you, don't let yourself fall behind. This course structure allows you the flexibility to accomodate unexpected assignments or personal needs, but don't use this flexibility to let yourself fall behind your personally-determined pacing schedule.

Grading

When you pass all of the Learning Objectives and the Skill Tests for the first three Skill Areas, you will have earned a grade of C in this course.

When you choose and complete one of the four options listed below (after completing the first three Skill Areas), you will have earned a B in this course.

When you choose and complete two of the four options listed below (after completing the first three Skill Areas), you will have earned a A in this course.

Four Options:

1. Pass all of the Learning Objectives and Skill Test for Skill Area 4 (contained in book).
2. Pass all of the Learning Objectives and Skill Test for Skill Area 5 (contained in book).
3. Tutor another student in this course (Learning materials available from instructor).
4. Do an independent communication project (see book appendix).

You can visualize the grading system by viewing the Course Achievement Form on p. 7 of this Orientation. It will be helpful for you to keep a record of your completion of each objective on the appropriate page in your book by placing a check in the box preceding each objective. Also, keep a record of your overall progress on the Course Achievement Form on p. 7 in this Orientation.

Attendance

As this course is based on the assumption that different learners function better academically at different times of the day, and in different ways, you will not be required to maintain class attendance for the entire semester. You will be free to choose the learning approaches you feel are best for you. Your cognitive style map will provide indications of the strengths you bring to the learning situation which will supplement your former experiences in learning. About mid-term we will have a conference with each of you. At that time we will interact with you concerning your progress and learning choices and, if necessary, you will be required to begin attending class lab sessions regularly. This is not intended as a limitation on your freedom, but as a means of assisting you to gain competency in important communication skills. We hope such a requirement will not be necessary.

Testing--Office Hours and Procedures

You may test and/or work with an instructor during the following hours: 7:30-11:30 Monday through Thursday. Some of the experiential testing will be done outside the class, at times of your own choosing. When you are ready to test, come to Nason

300. You will be provided with necessary materials and a place to work. When you are finished with what you are testing on, an instructor will go over your work with you. If you are unable to wait or if there are many other students waiting, you may leave your work and return later to go over them.

Note: If the schedule or procedures present problems for you talk with us right away! Don't let this become a reason for not progressing at a desired rate.

GOOD LUCK IN YOUR LEARNING!

Individual Course Achievement Form

Completion date:

Required Skill Areas*

Skill Area 1:	1	2	3	4	5	Skill Test	_____
Skill Area 2:	6	7	8	9	Skill Test		_____
Skill Area 3:	10	11	12	13	Skill Test	Skill Test	_____

*Accomplishment of the three required core Skill Areas earns a grade of C.

Optional Skill Areas**

Skill Area 4:	14	15	Skill Test				_____
Skill Area 5:	16	17	18	19	20	Skill Test	_____
Tutoring:	21	22	Skill Test				_____
Independent Project:	Planning	Completing	Analysis				_____

**Accomplishment of any one of these options earns a grade of B; accomplishment of any two of these options earns a grade of A.

Final Grade _____

Information Form (Detach, complete, and turn in to instructor)

Date _____ Social Security Number _____

Name _____ Sex _____ Age _____

Section Number _____ Married? _____ School Rank (Fr., Soph., Jr., Sr.) _____

Local Address _____ Local Phone _____

Home Address _____ Home Phone _____

Major _____ Minor _____ Advisor _____

Number of students in your H.S. graduating class _____

Did you complete a H.S. Speech course? _____ Did you participate in H.S. speech-related extra-curricular activities? _____ Please specify.

Have you participated in independent study work before? _____ Please describe.

Campus Activities (organizations, sports, etc.) _____

_____

Learning Contract

I want to earn a grade of (A, B, C, F) _____ in this course. I will earn this grade by completing an area every _____ days. I'll complete the following Units by the following dates:

Unit I: _____

Unit II: _____

Unit III: _____ = C

Option I: _____ = B

Option II: _____ = A

Signed _____

My cognitive map suggests that I learn best by: (Please complete at beginning of course)

The learning approach I found most successful in this course was: (Please complete at end of course)

LEARNING STYLE MAPPING

--A learning style map is a diagnostic tool to better understand how people decode, attach, and encode meanings.

--A learning style map represents the strengths and abilities in SYMBOL USES, INTERPERSONAL RELATIONSHIPS, THOUGHT PATTERNS, and MEMORY which a person brings to learning situations.

--The learning style map is a self report. A map is valid to the extent a person knows and accurately reports himself. As a person grows and changes, the map will change.

--All elements on a learning style map are interrelated and should be interpreted as such to develop a 'valid' representation of a person's strengths.

--A learning style map has two parts. The top half of the map contains a visual display of major, minor, and negligible strengths in the areas of SYMBOL USES, INTERPERSONAL RELATIONSHIPS, THOUGHT PATTERNS, and MEMORY. The bottom half of the map contains a numerical specification of the strengths in terms of deciles.

--The strength of the individual map elements on the learning style map can be interpreted as follows:

(1) The symbol may appear on the map as the abbreviation shown in these materials without any additional markings--this indicates a Major Strength a person brings to the learning situation(67-99 centile).

(2) The symbol may appear on a map with a prime(') beside it-- this indicates a Minor Strength a person brings to the learning situation(33-66 centile).

(3) The symbol may appear on a map with a double prime('') beside it-- this indicates a Negligible Strength--this suggests that a person does not use this factor as a significant approach in his learning(0-32 centile).

--Efficient learning is usually accomplished by using Major Strengths. Learning involving Minor or Negligible Strengths is usually more difficult and time consuming. Thus, people develop preferred Learning Styles. They tend to use those skills they have major strengths in and avoid skills they are weak in.

SYMBOL USES: The first set, Symbol Uses, reflects a person's abilities to decode and encode certain types of symbols in the learning process: 1) theoretical symbols(words and quanitities) and 2) qualitative symbols(sensory data and qualitative cultural codes:

Explanation of Map Elements	Person with major strength works well with:
Theoretical:)	
T(AL) - Theoretical Auditory Linguistic - ability to send or receive meaning through spoken words(e.g. listening and speaking).	Oral presentations and opportunities for oral response
T(AQ) - Theoretical Auditory Quantitative - ability to send or receive meaning in terms of spoken quantities, measurements, and numbers.	
T(VL) - Theoretical Visual Linguistic - ability to send or receive meaning from written words(e.g. reading and writing).	Written presentation and opportuniti for written response
T(VQ) - Theoretical Visual Quantitative - ability to send or receive meaning in terms of written quantities and measurements.	
Qualitative Sensory,)	
Q(A) - Qualitative Auditory - ability to send or receive meaning through the sense of hearing.	Auditory materials of a non-theoretical type(sounds of things)
Q(O) - Qualitative Olfactory - ability to send or receive meaning through the sense of smell.	
Q(S) - Qualitative Savory - ability to send or receive meaning through the sense of taste.	"Hands-on" materials
Q(T) - Qualitative Tactile - ability to send or receive meaning through the sense of touch.	
Q(V) - Qualitative Visual - ability to send or receive meaning through the sense of sight.	Visual materials to facilitate understanding
Q(P) - Qualitative Proprioceptive - ability to synthesize a number of symbolic step into a performance of a complex task or see relationships among complex symbolic tasks.	Projects requiring sensory relationships

Explanation of Map Elements	Person with Major Strength works well with:
litative ltural odes:)	
Q(CEM) - Qualitative Code Empathetic - sensitivity to the feelings of others, ability to put yourself in the place of another and see things from that person's point of view.	Relating to goals and needs of teacher and peers; useful in role as student tutor
Q(CES) - Qualitative Code Esthetic - ability to enjoy varied aspects of "beauty"(e.g. personal idea of beauty, orderliness, symmetry, balance).	Pleasant work environment; tasks which call for esthetic judgments
Q(CET) - Qualitative Code Ethic - the holding of a consistent value system; willingness to stick to a task and complete it.	Self-discipline; tasks which require personal responsibility (if within personal value system)
Q(CH) - Qualitative Code Histrionic - ability to exhibit a deliberate behavior, or play a role to produce some particular effect on another person.	Situations which call for role playing
Q(CK) - Qualitative Code Kinesics - ability to understand and communicate by nonverbal symbols such as facial expressions and body attitudes.	Situations which call for sensitivity to nonverbal communication(i.e. group work)
Q(CKH) - Qualitative Code Kinesthetic - ability to perform motor skills, or effect muscular coordination according to recommended form.	Physical activity; situations which call for handling of equipment and materials
Q(CP) - Qualitative Code Proxemics - ability to judge the physical and social distance that another person would permit, between himself and you.	Group work and other physical and personal relationships with others
Q(CS) - Qualitative Code Synoetics - personal understanding of oneself.	Tasks requiring self confidence; self-assessment of strengths
Q(CT) - Qualitative Code Transactional - ability to maintain a positive communicative interaction which significantly influences another.	Situations which call for interaction with others; could provide leadership in groups
Q(CTM) - Qualitative Code Temporal - ability to behave as other expect you to in time-related matters.	Preparing assignments on time; budgeting one's time; knowing when it is appropriate to enter a group.

INTERPERSONAL RELATIONSHIPS: The second set describes interpersonal relationships which are most used as a person learns. The three patterns that could potentially appear on a map as major, minor, or negligible strengths are:

Explanation of Map Elements	Person with major strength works well with:
A - indicates that a person generally relies on the interpretation of associates and can learn well in study groups or with another person.	A peer-type relationship with teacher or aide; class interaction; small group; tutor relationship
F - indicates that a person generally relies on a person in authority (e.g. family, teacher, etc.) and can learn well with a teacher.	Fairly directive guidance; lecture; directive tutoring
I - indicates that a person generally relies on his own interpretation and can learn well on his own.	Individual tasks(not necessarily unstructured)

THOUGHT PATTERNS: The third set suggests the way an individual attaches meaning, reaches decisions, or the characteristic way a person thinks. This would suggest an appropriate manner of organization for learning materials and communication.

Explanation of Map Elements	Person with major strength works well with:
M(Magnitude) - suggests a form of understanding by categorization; using rules and definitions. People with major "M's" tend to understand particular instances by inclusion into categories. Focuses on the essence of of what is being studied.	Presentations and materials where specific rules and definitions are utilized and mastered; specific directions and requirements are preferred rather than open-ended tasks.
D(Difference)- suggests a tendency to think in terms of one-to-one contrasts or comparisons. A person using this mode of thinking often understand somethings by understanding what it is not(that is, by citing exceptions) and is often characterized by his use of "Yes, but . . . "	Presentations and materials that provide opportunities to contrast qualities and ideas. Likes to provide another way of approaching a task.
R(Relationship) - suggests the ability to synthesize a number of dimensions and understand them by their relationship to other things, ideas or past experiences. People with major "R's" are adept at learning concepts through examples.	Presentations and materials that emphasize relationships, call for interconnections; often requires back-tracking into what he is already familiar with to create a connection with new materials.
L(Appraisal) - suggests the type of thinking that employs all of the above types; giving about equal weight in making a decision, usually results in a probable decision and takes longer to reach a decision or complete a project.	A variety of materials used to come to tentative conclusions; doesn't like to be pinned down to specific answers. Open-ended tasks are preferred.
K(Deductive) - suggests deductive reasoning, using logical forms of proof from generalizations to particulars. Looks for predictability and requires rules and definitions that assure the correct solution will occur by their utilization.	Concrete challenges which have definite solutions or results; adverse to problems where "maybe" is a factor. May be difficult to accommodate except in quantitative areas.

MEMORY: The fourth set describes a person's strengths related to elements of remembering data. The first part describe the processes which are necessary for the storage and retrieval of information. The second part describes a person's relative concern with remembering persons, processes, or properties. The third part describes the way a person functions within his memory system.

Explanation of Map Elements	Person with major strength works well with:
(Functions):	
(RL) - Recall - ability to reproduce concepts previously acquired.	completion, fill-in-the-blanks and essay tests
(RC) - Recognition - ability to identify concepts previously experienced.	true-false, matching and multiple choice tests
(AN) - Association - ability to relate or link new information to information which one already has.	learning in which new material is related to that which the learner already knows.
(RT) - Retention - ability to store information.	learning which calls for remembering information over a period of time
(Concerns):	
(PN) - Persons - concern with and retention of data regarding persons.	projects which allow consideration of who one works with; learning materials which focuses on people
(PR) - Processes - concern with and retention of data regarding processes(eg. procedures, routines)	projects which call for remembering procedural steps; learning materials which focus on how something evolved or is done
(PT) - Properties - concern with and retention of data regarding properties(eg. equipment)	projects which use equipment and materials; learning materials which focus on "things"
(Conditions):	
(AS) - Assimilation - ability to acquire new information, usually by rote memorization.	memory tasks; learning lists, rules
(AC) - Accommodation - ability to use that which is learned in one's life.	learning wherein information and skills are used in personal applications
(RP) - Repression - ability to ignore irrelevant, distracting events.	learning within situations where potential distractions exist
(AT) - Attention - ability to concentrate on the appropriate event.	projects which require extended focus

STUDENT

WORK

SAMPLES

SKILL AREA 1

Skill Test 91

Name Darrin Ratliff

PRECOMMUNICATION FORM

1. State your predetermined topic. To relate to another person the benifits and enjoyment of hunting.

2. List three things you will want to discover about the other person's frame of reference in relation to this topic. 1. How he feels toward hunting.
2 His experience (if any) and knowledge about hunting
3 If he understands the benifits to conservation from hunting.

3. List three things you will likely share about your own frame of reference in relation to this topic.
1. The enjoyment I have gotten from hunting.
2. The benifits of conservation in hunting wildlife.
3. The enjoyment I have gotten from being outdoors, just seeing wildlife without taking any.

4. List two nonverbals which you predict will be present if the other person feels comfortable interacting with you. 1. He will lean forward toward me while paying attention. 2. Have good eye contact throughout the conversation

5. List two nonverbals which you predict will be present if the other person feels uncomfortable interacting with you. 1. He will backward by turning from me, while not being very attentive
2 Have poor eye contact.

6. List two potential communication barriers you might experience during your conversation.

1. This person was from the city and [redacted] wasn't very knowledgeable about hunting.

2 He had never been hunting so his experience as to the enjoyment he could recieve was poor.

7. For each barrier listed, suggest how you might overcome that barrier during the conversation.

1. I could explain to this person how, by hunti[ng] he would be helping to maintain a healthy wildlife population, because hunting is one of the best tools of game management.

I could explain how a person learns to hunt, wh[ere] how, when, ect.

2. I could relate to him the enjoyment I have recieved while hunting, being outdoors, watch[ing] wildlife which he might never see because of where he lives.

Name Danny Dilliff

POSTCOMMUNICATION FORM

1. List three or more parts of the person's frame of reference related to the topic discussed which you discovered during the conversation. 1. He felt hunting will life was cruel. 2 He felt there were better ways of game management (but he didn't know any) 3. He felt watching the wild life would be fun as long as you didn't shoot any.

2. List three or more parts of your frame of reference (related to the topic discussed) which you revealed during the conversation. 1 Some of the experiences I have had while hunting. 2. Told him about hunting being a good tool in game management 3. Told him of some of the benifits he could recieve while hunting, ex. 1. exercise 2 relaxation 3 meat for the table 4 [redacted] beautiful photographs and memories.

3. List two examples of how the person's frame of reference influenced his/her communication in this situation. 1 Since he had never been hunting he had never experienced the enjoyment and benifits of it, because of this he put no value on the merits of hunting
2. He felt the killing of wildlife was inhumane.

4. List two examples of how your frame of reference influenced your communication in this situation. 1. Since I have been hunting and enjoyed it, my experiences would effect my frame of reference by ~~terms of~~ making me in favor of hunting

5. Describe one barrier that happened within you during the conversation. Since we both had different views I felt we were sort of butting heads, and Communication was therefore more difficult
6. Describe one barrier that you infer happened within the other person during the conversation. Since he had not been hunting and his experience with it were limited he probably felt at a disadvantage during the talk.

7. List two actual nonverbal messages you received which you interpreted as communicating that the person was (wasn't) comfortable interacting with you.

1. Squirming around on the stool on which he sat
2. Poor eye contact

8. Describe in two or more sentences the degree of accuracy of communication attained in your understanding of each other regarding this topic. (Comment on the degree of similarity of your frame of reference, similarity of symbols used, and the use of feedback for corrective purposes by both of you.) Our frames of reference were considerably different, therefore our degree of accuracy was limited somewhat. The symbols we used during the conversation were similar and we both used corrective feedback to help stimulate the conversation and make it possible for us to express our views

SKILL AREA 2

Skill Test 157

Name John Daugherty

PRECOMMUNICATION FORM

1. State a specific, self-chosen listening situation (including description of the originating communicator and topic). I am going to listen to a 5 county extension agent explain the material included in Senate bill 482 on FIFRA CA which effects Chemicals used in agriculture.
2. State a goal for your listening in this situation.
   To find out the effects of the bill on me as a private applicator of herbicides and insecticides. And to find out what I must do to receive a licence to use these chemicals.
3. State two aspects of your frame of reference in relation to this specific listening situation.
   1. I believe that some means must be used to control pollution
   2. I want direct intervention on the part of the government to force me to acquire a licence.
4. Describe one likely effect of each aspect listed for your listening in this situation.
   1. I'll probably feel bitter towards any remarks make during the talk which state that I must comply to.
   2. I'll probably agree on remarks made on why this type of pollution must be stopped.
5. Plan three listening procedures which will help you accomplish your listening goal.
   1. I'll ask questions when an area is not clear
   2. I'll try to determine the personal values the message will have for me.
   3. I will take some notes
6. Describe the setting in which you will interact with the other person.
   The discussion will take place in a class room the speaker at the head of the room standing behind a table.
7. State any likely influences of the setting on the other person's message sending. Being in a class room infront of college students he will tend to be more formal than if he were talking to a farm in a hamlet. Although the conversation will be kept as informal as possible.

8. List any parts of the sender's frame of reference you already know regarding this topic that will help you to better understand the person's meaning in this situation.

He strongly believes in control but not entirely because of the pollution aspects, but because of the better sprayin~~g~~ procedure the farmer would learn so they could do a better job

9. State one goal for your feedback message(s) in this situation.

To gain a clear idea of what the new law will do for me and what I must do to comply with the new law.

10. Select a feedback pattern(s) which will most likely assist you in accomplishing your feedback goal and explain your choice.

I'll use non-directive feedback.

1. Because it states no opinion
2. and because it expresses interest

I might then go to directive stating my dislike of the needed expense of a new bureaucratic institution to implement the new law.

Name John Daughtry

POSTCOMMUNICATION FORM

1. State two parts of the other person's frame of reference regarding this topic which that person revealed during the interaction.

He showed that he actually believed that alot of insects were accuring ~~with~~ with ag/ chemicals.
He showed that he took his work seriously

2. Describe one example of metacommunication you received during the interaction. 116

He shook his head from side to side when he said that the actual licencing was to simple to pass

3. Write one statement of fact the other person communicated to you.

That the county was long over due for control legislation on the use of agricultural chemicals.

4. Write one statement of inference the other person communicated to you.

He inferred that it would be easyier to become licenced now than it would be in the future

5. State two general criteria for analyzing the message(s) you received from this person.

Is the source qualified to send the message he is sending
What value or importance does the message have for me

6. Write a brief analysis of the message(s) using your criteria.

He gave a factual qualified message having been involved with such things for the last twenty five years, & he message contained many things which pertained to me and my future.

7. Describe your use of your chosen listening procedures and the accomplishment of your listening goal. I used all three procedures previously listed. I listened for things which pertained to me and I asked questions on many points that I was unclear on, I also took a few notes to help entrench some of the more statistical information into my memory.

8. Describe your use of your chosen feedback pattern(s) and the accomplishment of your feedback goal. I used non-directive feedback because it made no clear cut evaluation of the main message. And by asking questions in an interested tone of voice I gained the information which I set out originally to gather. And that was what the new laws can do for me as to me and what I must or must not do to comply with this new law.

SKILL AREA 3

Name David Dubois

MESSAGE PREPARATION

Explaining an Idea to a Specific Person

1. State, in one sentence, a personal idea you are really concerned about, by completing the following statement. "I strongly believe
   that nursing home life/treatment for our elderly is sub-Standard and needs much improvement.
2. Write the name of a particular, real person you most want to understand your idea and to whom you will be able to communicate after completing your preparation.
   Carol Davis
3. Write the main meaning (feedforward goal) you want your listener to receive about your idea.
   At best the living old are treated as if they are already half dead.
4. Carol Davis 's Frame of Reference (related to this idea)
   (Fill in name of listener)

	Actual items for information (known or inferred)	Influence of item of information on his/her decoding and processing of your idea
DEMOGRAPHIC DATA		
KNOWLEDGE (about your idea)	Knowledge in this area is minimal – Although Carol has not worked in a nursing home - she has visited one on 4-5 occassions.	New knowledge about nursing homes shall be received with interest if Carol can relate the knowledge gained to a practical experience she may face in the future
ATTITUDES (related to idea)		
self →	Carol possesses the quality of empathy - a concern for one's own & a future desire she recognizes the urgent need for better care of the elderly	Carol is highly motivated to learn more about this issue the necessity of communication skill increase however ignorance to a strongly held adversarial attitude
idea →	All people should be treated for what they are - normal human beings. High interest is maintained. Remarks are made at the ACNH.	Selected perception as new caring for our elderly can be applied to a medical model. Selected Retention - maximum
you →	Holds a high respect for myself both as a person and as an intelligent communicator (high credibility)	Because of her trust in me the message sent shall be accurately interpretated & so, I shall be able to "hold" her attention + credibility

EXPERIENCES (related to idea)	Information	Influence
Carol has no practical experience in working of a Nursing Home so as to monitor conditions of living – limited experience		If one has no previous experience on an issue getting the point across might be difficult unless one can make the issue salient to that person's belief. Also start out on a basic level

5. Based on the following aspect of Carol's frame of reference . . . (e.g., Joe likes to repair his own car.)	I will use the following principle . . . (Use each in your message.)	in this specific way during my message . . . (e.g., I will compare the economy to the interdependent system in a car.)
e.g. Carol is in her first years of medical school she wants to give good treatment to all people	Attention ⇒	I shall point out that geriatrics is a valued part of today's medical field but for the most part has been forgotten
eg. Carol wishes to be a complete doctor	Motivation ⇒	most sickly people in the U.S. are 65 yrs and older. the elderly also constitute a large portion of a doctor's patients
e.g. Carol thinking process is in an outline form.	Structure ⇒	topical pattern shall be used - 3 aspects of an idea 3 reasons why I believe the idea etc
e.g. Care of the Elderly in the Nursing Home	Comparison ⇒	Relatives, Parents, friends etc. that have to be cared for by others
Care of the elderly in our Nursing Homes.	Repetition ⇒ catchy phrase. "Handles"	Summary + Repetition of the 5 or so main points at least 3 times to ensure understanding
Care of the elderly in our Nursing Homes.	Visualization ⇒	Facts (Statistics) shall be used to illustrate e.g. ⅓ of those admitted to a nursing home die there in a year.
Care of the elderly in our Nursing Homes.	Symbol Usage ⇒	use of concrete statements careful use of the word is - e.g. "In my opinion"

6. Because of the importance of my listener retaining his/her main understanding of my idea, I will use the following methods within my message to encourage retention. Indicate in the margin of your actual message (below) where you are using these methods.

-(a)- Repetition - the more we hear something, the more likely we are to retain it

-(b)- A catchy phrase related to the idea (e.g. "Nursing Homes are houses of death",) shall be developed

-(c)- Handle is produced so that I can connect my idea to something that I and shall see as do.

(d) Stressing main ideas - Highlighting of main ideas

(e) Verneberation - can improve retention of message

7. Based on my earlier assessment of my listener's attitude toward me communicating this particular idea, I will improve my credibility during my message sending by the following: (If, considering all four aspects of credibility—friendliness, expertness, trustworthiness, and similarity—you do not feel you need to raise your credibility, indicate that.) Indicate in the margin of your actual message (below) where you are using these plans.

-(1)- Friendliness - I feel in this area I do not want/need to raise my credibility

-(2)- Expertness - I have worked on an Internship Program at the Adair County Nursing Home and also have written a thesis on the "Caring of the Elderly"

(3)- trustworthiness - Do not need to raise my credibility in this area.

-(4)- Similarity - Do not need to raise my credibility

8. On the following pages develop your message for your specific listener. List 2–4 main reasons for strongly believing your idea that your listener will need to understand in order to understand why you believe as you do. These will be the main points of your message. Develop your message using the information and planning on the previous pages. Use each of the seven principles of effective understanding you developed earlier. Indicate in the margin of your message (below) where you have used each principle. Do not be concerned about verbatim wording as this will change during the message sending.

INTRODUCTION Americans find it difficult to think about old age until they are forced into it by their own aging as that of relatives + friends (Similarity) We are so preoccupied with defending ourselves from the reality of death that we ignore the fact that human beings are alive until they are actually dead. At best the living all are treated as if they are already half dead (Attention) (Repetition) The tragedy of old age is not except that each of us must grow old and die but that the process of living as has been greatly made painful and humiliating through our ignorance and insensitivity. Nursing homes at best are houses of death. (catchy phrase)

50% - no contact w/ relatives/friends
85% of the people she visit
1/3 - she visits the 1st yr
1/3 - she is the next year

MAIN REASON 1 Patients => Patients in a nursing home often fall into the category of the forgotten members of society this is partly because our society does not want to confront directly the sad facts of old age and death. Secondly, the patients are living a life of silent isolation among their fellow patients since any friendships may be terminated by death. What these people crave for is someone to sit down and talk, but more importantly to listen to their visions, problems, or life history. [illegible] must be a daily occurrence and not a weekend affair BASIC NEED THEM

MAIN REASON 2 Nursing Home Personnel => Many of the personnel become depressed and discouraged they feel overwhelmed by the misery, illness, neglect, and death with which they must deal every day. Because of this as well as low wages the turnover rate among N.H. employees is great. Aides + Orderlies 75% The [illegible] looking for higher pay and less difficult employment - [illegible] all kinds of abuses and indignities may stem from this situation - With the patient caught in the middle By having additional personnel medical care would be adequate & less likely to be employee

MAIN REASON 3 Role of the Physician in the Nursing Home => the integral feature. Experience of caring for patients in nursing homes should be included in training programs for all medical students. Most such people in the U.S are 65 yrs + older. The elderly shall constitute a large portion of a doctor's patients. In medical school the student should be taught the role + functions of the N.H. in our medical care system. We must come to realize that geriatrics is a valid part of today's medical field that should not be forgotten.

MAIN REASON 4 Medications => Medications can be most helpful in the treatment of both physical and behavioral problems However the abuse of drugs is commonplace in many of our N.H today. Because of overworked personnel and lack of knowledge concerning drugs - medications are dispensed as chemical straight + jackets the patients are drugged up so that the unruly function walk around as zombies having both hallucinations and delusions. (e.g.) => [illegible] constant walker - turtle

A program of consultation for physicians in order to remove problems in patients and the minimum use of drugs. Hire more people.

CONCLUSION There is no way we can avoid our ultimate destiny But we can struggle to give each human being the chance to be born safely, to experience everything the life cycle has to offer, including adolescence, middle age, and certainly a senescent age. For what we fear most is not really death but a meaningless and absurd life When we talk about old age, each of us is talking about his or her own future. We must ask ourselves if we are willing to settle for mere survival when so much more is possible

9. Feedforward Preparation. Plan for at least 3 expectancies for each part. List the preferred one first for each part.

Introduction

Expectancies	Indicative Feedback	Contingency Messages
(1) N nursing homes really are causes of death (agreement)	(1) Nodding of head - leaning forward	(1) Now that we agree let's look at some solutions
(2) N nursing homes provide adequate alternative care (hostility)	(2) Hands on hips lessening of eye contact	(2) I would agree that some N H provide adequate treatment but this is not denied
(3) I'm really not sure that N H are houses of death (doubt)	(3) knit eyebrows and forehead	(3) Let's review the highlights

Restatement of Reason 1 Patients in a nursing home are not members of society. Rather they are the category of forgotten

Expectancies	Indicative Feedback	Contingency Messages
(1) Patients (the elderly) really are the forgotten members of our society (agreement)	(1) Nodding of head - leaning forward	(1) Now that we agree let's look at some solutions
(2) the elderly in N H are not forgotten by society (hostility)	(2) Hands on hips - lack of eye contact	(2) Let's re-examine our main points
(3) I'm really not sure about the plight of our elderly (doubt)	(3) knit eyebrows and forehead	(3) Let's review some of our highlights

Restatement of Reason 2 many of the depressed become depressed and discouraged

Expectancies	Indicative Feedback	Contingency Messages
(1) I can really see why the workers become depressed (agreement)	(1) Nodding of head direct eye contact	(1) Now that we agree let's look at possible solutions
(2) Workers cannot or should not be depressed (hostility)	(2) Hands on hips lack of eye contact	(2) Not all workers become depressed. Let's look at the reasons why some do
(3) I'm not sure why the workers in a nursing home become depressed (doubt)	(3) knit eyebrows + forehead	(3) Let's review the highlights -

Restatement of Reason 3 ⇒ Experience of nursing for patients in nursing homes should be included in training programs for all medical students

Expectancies	Indicative Feedback	Contingency Messages
-(1)- Yes, most med students should be trained in geriatrics	-(1)- nodding of head and leaning forward	-(1)- Now that we agree let's look at how we can do this.

Restatement of Reason 4 ⇒ The Nursing Home use of drugs is commonplace in our Nursing Homes

Expectancies	Indicative Feedback	Contingency Messages
-(1)- I agree drugs are used too often	-(1)- nodding of head leaning forward	-(1)- Now that we agree let's look at some possible solutions.

Conclusion ⇒ We must ask ourselves if we can settle for more summed when so much more is possible

Expectancies	Indicative Feedback	Contingency Messages
-(1)- I agree there is much more work to be done with our Nursing Homes	-(1)- Nodding of head leaning forward	-(1)- Now that we agree let's look at an ideal situation

10. Write two questions about your idea that test your listener's understanding and retention of *important parts* of your message. (Avoid yes/no and one-word answer questions.)

-(1)- Why do we say that the Nursing Home elderly are considered to be put into the category of the forgotten members of our society?

-(2)- What is the role of the physician in the nursing home?

Write the appropriate answers to your questions. List two reasons why...

-(1)- Patients often fall into the category of the forgotten members of our society. this is partly because our society does not want to confront directly the sad facts of old age + death. Secondly, the patients are living a life of silent isolation among their fellow patients since any friendships may be terminated by death.

(2)- The physician must use every opportunity to become familiar with the patients, staff, and structure and function of the N.H. In general, the staff physician in a nursing home must be prepared to provide leadership to a multidisciplinary team (nurses, aids, orderlies, etc) and to assume major responsibility for doing this.

Name David Dubois

NOTE: Please attach your listener's answer sheets.

MESSAGE SENDING ASSESSMENT FORM

Explaining an Idea to a Specific Person

1. Describe briefly the influence of the setting as you communicated your message to your chosen listener. Setting was in the subject's apartment. Because the setting was informal and familiar to the listener (smells - lighting - colors - physical furnishing) the listener was in a more relaxed mood and receptive to the message.
2. Describe briefly the nonverbal responses you received as you sent your message. Comment on how you interpreted and handled those responses.
   Nodding of head → Agreement of response - encourages speaker to go on + make message more interesting
   Direct Eye Contact → Shows interest in message.
3. Describe briefly any verbal responses you received as you sent your message (or following your message). Comment on how you interpreted and handled these responses.
   Several times throughout the message the listener asked intelligent questions - One of which I could not answer, what percentage of people in the U.S. are living in nursing homes? Subject listener by asking of questions showed was interested/interest.
4. Describe and explain any differences between the answers you received from your listener as a response to your questions (ones prepared to test his/her understanding).
   No differences on response to questions.
5. Comment on the overall accuracy of communication as you explained your idea to this person.
   Overall accuracy was good - there are still some work to be done on my delivery of the message - monotone voice - especially nervousness.
6. Write and explain two specific changes in your message which would have increased the accuracy of communication with this listener.
   Talk in a more varied manner stressing some words use of hands
   Relieve nervousness
   Use more repetition
   Use more comparison -
   e.g. How many of you here have ever visited a nursing home?

SKILL AREA 5

Skill Test 369

Name Mary Stambaugh

ATTITUDE/BEHAVIOR CHANGE

Preparation Form

1. Describe self-chosen persuasive situation, including specification of a specific listener(s).
I am going to persuade my parents to let me bring the car up after Christmas vacation.

2. Describe the behavioral goal in this situation.
giving permission for me to bring the car up here.

3. Write optimal attitude, for this listener(s), which will lead to the behavior.

Cognitive Dimension: "Mary is a careful driver & can take the car up after Christmas."

Affective Dimension: quite favorable

Behavior Tendency: give permission for me to bring the car up.

4. List any limitations which would minimize goal accomplishment.

Factors limiting development of optimal attitude
feeling that I am not a careful driver
Concern for my safety
outweighs their trust in my driving capabilities.

Factors limiting doing of behavior
Winter time would negatively influence [illegible] for me to bring the car up.

5. At this point reconsider your behavioral goal. If your analysis to this point suggests that the attainability of the goal is unlikely, write a revised goal here.

I think my behavior goal is attainable.

Understanding your listener's(s') frame(s) of reference regarding the behavioral goal:

6. Write below *relevant* aspects of the frame of reference.

Knowledge:
Both parents knew that the conditions of roads in Missouri in the winter time, can be hazardous. They also knew that roads are usually cleared in a relatively short time.

Experiences: When my sister attended this college two years ago my parents faced terrible driving conditions in between Columbia & Kirksville a few times. They have also had much better success in winter driving since they got studded tires.

Reference Groups:
Television & radio media are not a reference group for both these influence my parents attitude toward winter driving by warning drivers of hazardous road conditions. Their friends are another reference group.

Related Behaviors:
They gave me permission to bring the car up in the fall & spring.

Attitudes:

Toward self: Due to having supposedly experienced more in life, they feel they are better judges in making decisions in this sort of situation.

Toward behavior: Presently they feel that if they gave me permission to bring the car up, they would be at fault if I had a car accident on dirt roads. Thus, they think it would be a mistake to do this behavior.

Toward persuader:
They respect my opinions. They know I'm a responsible person.

BASED ON YOUR UNDERSTANDING OF THE LISTENER'S(S') FRAME OF REFERENCE:

7. Specifically, what is the current state of the optimal attitude within the listener(s)?

Cognitive Dimension: "The roads are too hazardous in the wintertime for Mary to take the car up."

Affective Dimension: unfavorable

Behavior Tendency: not let me bring the car up here.

8. What is a current (or potential) strongly felt tension of the listener which would motivate a change in attitude and behavior?

They do not want to be overly concerned for my safety or thought to be overreacting to the problem.

This tension is created by an inconsistency between ~~[illegible]~~ and I am a safe driver.

9. Specifically state your credibility with this listener for *this goal* (regarding trustworthiness, similarity, expertness, etc.).

I have high credibility with this listener in all areas, except it must demonstrate to them that I am trustworthy. That is, I am a careful driver.

10. List the specific barriers you will have to overcome for listener to do desired behavior.

1. I will have to convince them that if they let me bring the car up, I would be a careful, responsible driver.
2. I will have to convince them that they need not be overly concerned about my safety.
3. I will have to convince them that I am just a good driver in wintertime & other seasons.
4. I will have to convince them that their past experiences in winter driving don't pertain to this situation.
5.

11. Describe the setting in which you will communicate your message, indicating basis for your choice.

At home in our living room, preferably when my older brothers are visiting. I choose the living room because it is comfortable & has a good climate. I choose when my brothers are around because they would support me on this issue.

MESSAGE PREPARATION

12. Below develop a Communication Sequence to attain your behavioral goal. Be specific, but do not be concerned with specific wording as this will change as you communicate with the person. In the left margin indicate where you are accomplishing each of the following by placing each label at that point (or points) in the message.

Awareness development	Overcoming Barriers (Barrier 1, Barrier 2, etc.)
Development of tension	Improvement credibility
Development of optimal attitude	Providing a handle
Connection of optimal attitude and suggested behavior	
Evidence and/or reasoning to support recommendations	

Communication Sequence

Awareness

Awareness Development of tension

Dear parents, I expect you to be concerned for your children's safety. However, there is a difference between concern & overconcern. Overconcern is letting that concern prevent the attainment of other goals & the satisfaction of other needs.

Inconsistency

Development of optimal attitude

Did it ever occur to you that if one lets his concern for his safety override this safety override other needs then that person is being deprived of experiencing everything he can in life. How can I ever obtain experience in winter driving if you let your concern for my safety prevail over other needs? How can you trust my driving capabilities if you let your concern prevent me from testing these driving capabilities?

Resolution Do you realize that I have never had a speeding ticket or any other violation & have never had an accident? You have ridden with me before and you know that I am a careful, responsible driver. Knowing that I'm a careful driver, you wouldn't have to be overly concerned about my safety & thus you could let me bring the car up after Christmas. If you let me bring the car up, I would be an even more careful driver, so you need not be so concerned about my safety. My capabilities as a driver do not change with the seasons, I'm the same kind of driver year round. Winter driving in the past was much worse than it is now because the roads are cleared more rapidly & we have things like studded tires that they didn't have in the past.

Reinforcement If you let me take the car after Christmas, you won't be thought to be overreactive or "clinging" parents by your friends. You won't be [illegible] concern for my safety override your trust in my driving capabilities & this will make you proud of yourself. You will feel good in being able to reason the problem out logically. It will enhance our relationship by developing more mutual trust.

Behavior You know from experience that driving every day helps you to maintain & improve your present driving capabilities. This would apply to me too if you would let me ease into winter driving since I drive all the rest of the year. If you trust my driving the rest of the year, there is no reason to not trust it in the winter because my driving doesn't change with the seasons. In fact, if you let me take the car, I will be an even more careful driver & thus excessive concern for my safety is useless. Like I said, winter driving in the past was much worse than it is now because the roads are cleared more rapidly & we have things like studded tires that we didn't have in the past.

Feedforward Preparation

Listener's Reaction (Meaning)	*Listener Feedback to Indicate Reaction*	*Planned Contingency Message*
Awareness		
1 tension	general body tension	"This overconcern is just going to compound problems, not resolve them.
2 disagreement	"It is impossible to be too concerned" nonverbals - frowning, downcast eyes, puzzled look, wrinkled forehead	"It is good to be concerned, but even good things can be carried to extremes. "I want you to understand the difference between concern & overconcern.
3 confusion		
Inconsistency		
1 tension	general body tension	"You seem to have a problem here & a solution.
2 disagreement	"I am not letting my concern interfere with your needs.	"Sometimes interference with my friends, is what it is?"
3 confusion	puzzled look	"There is a conflict between your concern & trust of
Resolution		
1 confidence	"Here's the solution to my problem." nonverbal - confident smile	"Now, you can be proud that you aren't letting concern interfere with your good friendship.
2 disagreement	"This won't resolve my problem."	"You don't seem to have a problem, so let's go to my solution to your problem.
3 confusion	puzzled look	"Let me explain my solution again."
Reinforcement		
1 agreement	nodding head	"Now that you agree with my solution, are you willing to do what my father asked?
2 disagreement	"I will still worry about you anyway."	"But you won't be letting your concern interfere with your trust in my driving
3 confusion	puzzled look	"Solving a problem demands confidence in yourself & ability to solve problems.
Behavior		
1 agreement	nodding head "I would if you weren't in the way."	"Now, are you going to take the car?"
2 disagreement	"I'm still not sure if I should let you do this or not."	"If you would be willing to [illegible] that you can [illegible] be [illegible] worried."
3 confusion		"Let's go over it again it seems it is that you're not sure about."

Name Mary Stanbrough

ATTITUDE/BEHAVIOR CHANGE

Postanalysis Form

1. Assess the accomplishment of each step of the Communication Sequence by comparing the actual feedback with the desired feedback.

	Desired Response	*Actual Response*	*Comparison and Assessment*
Awareness	tension	interest & surprise	The responses were similar in that they both indicated an awareness of something. The response is good in that it called forth the desired response action.
Inconsistency	tension	looks of uncomfortableness & tension	The actual response is quite similar to the desired response & indicates that the communication is progressing well so far. The actual response was not as strong as the desired response in that although there was a hesitation in the answer, there really wasn't much confidence.
Resolution	reduced tension; confidence	nodding of head, relaxed facial expression	The response was with the right track, but the actual response was not as comparative as at least a reduced tension and further reduced tension were signs of confidence.
Reinforcement	emphatic agreement	nodding of head, more visible reduction in tension, confident smiles	The actual response was actually the desired response in this case & thus the goal was accomplished.
Behavior	actual signs of doing behavior	told me I could take the car up after Christmas	

2. Provide evidence for the occurred change in behavior and assess your success in accomplishing your behavioral goal.

My parents gave me permission to take the car up after Christmas, which was actually the behavioral goal. I was finally successful in accomplishing this goal, but it seemed like it took a lot longer than it should have. The first two parts weren't too bad when it came to getting the desired responses, but the resolution, reinforcement & behavior parts took a lot of repetition & continuous reminders to finally attain the desired response. One thing which helped me accomplish my goal was the fact that I drove home for Thanksgiving & the gardens roads still made it all right.

3. Write two improvements you would make in your message based on listener response.

I would present both sides to the resolution instead of one, because my parents were aware of a few disadvantages to my resolution & I think this really slowed me down in obtaining the desired responses.

I would give concrete examples of people who never learned to drive in snow & ice instead of just stating that there are such people.

"MIRROR-IMAGING"

OF

LEARNING OBJECTIVES AND

TESTS

part 8

Analytical Listening

Learning Objectives

Check the appropriate box when accomplished.

Given two messages and a description of the communicative situation for each message:

- ☐ 1. State one basic value which is most likely part of the sender's frame of reference and is implied but not stated in his message.
- ☐ 2. Compare briefly the value stated in 1 and your own values. Do you agree with it?
- ☐ 3. a. List two statements of fact made in the message (if you think that there were none or only one, indicate that).
- ☐ b. List two statements of inference made in the message.
- ☐ 4. State two general criteria (in question form) for analyzing the message.
- ☐ 5. State why each chosen criterion is appropriate for the given message.
- ☐ 6. Analyze the message by answering the two criteria questions chosen.
- ☐ 7. Indicate any further information you would need to fully evaluate the message.

Note: Your critical listening skills also will be tested directly in the Skill Tests for skill areas two and three.

17022 Name _____

Skill Area 2 - Part 8

ANSWER QUESTIONS ON BACK OR SEPARATE PAPER.

Correctly answer all six questions for each of the situations.

Message I:

A student from down the hall sees you on campus. The person asks, "Did you hear about the head dorm counselor? You know that many of have been complaining about him (her). What do you think of someone who entertains women (men) in his (her) apartment and closes the door! Anyway, I saw him (her) going into the President's office today. It's about time."

1. What is a basic value that is most likely a part of the sender's frame of reference and is implied, but not stated, in the message?

2. Compare the value stated in 1 with your own values (Do you agree?).

3. a) State two statements of fact made in the message (if you think that there were none or one, indicate that).
   b) State two inferences made in the message.

4. What are two general criteria appropriate for evaluating this message?

5. Why is each criterion listed in 4 appropriate for evaluating this message (How will the answers to the questions influence you?)?

6. Evaluate the message by applying the criteria stated in 4.

7. What, if any, further information would you need to fully evaluate the message?

Message II:

A local collector for UNICEF stops at your room. He says, "Thousands of children are starving all over the world. You've got enough to share. Do your part and make a contribution. You can make this world a better place to live."

1. What is a basic value that is most likely a part of the sender's frame of reference and is implied, but not stated, in the message ?

2. Compare the value stated in 1 with your own values (Do you agree?).

3. a) State two statements of fact made in the message (if you think there were none or one, indicate that).
   b) State two inferences made in the message.

4. What are two general criteria appropriate for evaluating this message ?

5. Why is each criterion listed in 4 appropriate for evaluating this message (How will the answers to the questions influence you?)?

6. Evaluate the message by applying the criteria stated in 4.

7. What, if any, further information would you need to fully evaluate the message?

part 11

Adapting Messages to Specific Listeners

Learning Objectives

Check the appropriate box when accomplished.

☐ 1. Answer objective questions regarding making a message consistent with a receiver's frame of reference—where specified, write the reason, guideline, principle that led you to choose the answer you did.

Given the statement of a brief message and your specification of one real listener to whom you most want to communicate this message:

☐ 2. a. List at least two "most vital" items of information (their knowledge, attitudes, or experiences) that you know about your chosen listener that will be helpful in deciding how to communicate the stated message.

☐ b. Write one reason explaining why knowing each item would be helpful in predicting how the listener will decode your idea.

☐ 3. a. Make a change to improve the stated message using each of the aspects of the specified listener's frame of reference listed in 2 (i.e., make a change for each item of information).

☐ b. Explain how each change will increase the accuracy of your communication with your listener.

☐ 4. a. State the attitude your specified listener would be likely to have toward you as you send this specific message. In other words, what will your credibility be and why?

☐ b. State at least one way you could improve your credibility; i.e., how could you improve the attitude your listener will have of your sending the message?

17031 Name _____

Skill Area 3 - Part II

ANSWER OPEN-ENDED QUESTIONS ON BACK OR SEPARATE SHEET OF PAPER.

1. Adapting to a receiver's frame of reference refers to:

   A. giving a listener what he wants to hear
   B. preparation which takes into consideration what is known about the receiver to select symbols that person can understand.
   C. not introducing any new material which the receiver has not already had experience with.
   D. avoiding disagreement with the receiver's attitudes.
   E. all of the above.

   Which of the following is not a method for improving a sender's credibility with a specific listener?

   A. Acting in a manner that will be perceived as trustworthy.
   B. Establishing oneself as expert enough to send a particular message.
   C. Using language appropriate to the listener and setting.
   D. Highlighting differences between the sender and listener.
   E. Revealing nonthreatening motives.

   Selective processing of a message refers to:

   A. the receiver decoding the message based on personal meanings.
   B. the receiver hearing only parts of a message.
   C. the receiver remembering only parts of the message.
   D. the receiver openly listening to all of the message.
   E. the receiver focusing his attention constantly on the sender.

   To demonstrate understanding of how to adapt messages to specific people's frame of reference, answer all questions regarding the following message:

   Message: "You really should quit smoking. More and more evidence is coming out that suggests it could shorten your life."

   Name a person to whom you might want to communicate this message.

2. List two vital things you know (or can infer) about this person's frame of reference regarding this issue. (e.g., He's smoked for 10 years.)

   Explain why each item is vital in predicting how the listener will decode your message.

3. Improve the stated message by making changes using each specific thing you listed about your listener. Indicate where your change occurs.

   Explain how each change will increase accuracy of communication.

4. State the attitude your specific listener will be likely to have toward you as you send this message (credibility).

   State at least one way you could improve your credibility with your listener in this situation.

part 15

Interpersonal Interaction

Learning Objectives

Check the appropriate box when accomplished.

- ☐ 1. a. List two nonverbal cues which would indicate that a group member was not actively involved in the group problem-solving process.
  - b. List two techniques for involving inactive group members in problem solving.
- ☐ 2. Given a description of a message sent in a problem-solving discussion:
  - a. State, in a sentence or two, a goal for feedback in this situation which would assist the group in reaching its goal.
  - b. Choose an appropriate type of feedback (directive, nondirective) for achieving the goal stated in a. (Justify your choice.)
- ☐ 3. a. List two participant responsibilities which you feel you would have most difficulty achieving in group problem solving.
  - b. State, in one sentence for each, why it would be difficult for you personally to achieve each responsibility listed in a.
  - c. State, in a sentence or two for each, how you could overcome each stated difficulty in a discussion.
- ☐ 4. Define leadership in group problem-solving discussions.
- ☐ 5. Determine whether a single designated leader or shared leadership is more appropriate in a given situation and justify your choice.
- ☐ 6. Determine an appropriate approach to resolve a conflict in a problem-solving discussion. Justify your choice.

Skill Area 4 - Part 15

ANSWER OPEN-ENDED QUESTIONS ON BACK OR ON SEPARATE PAPER.

1a. List two nonverbal cues that would indicate a group number is not actively involved in the group discussion.

b. List at least two techniques for involving inactive group members in problem solving.

2. You are involved in a problem-solving discussion concerning student participation in school administration. The other members of the group are agreed that a major cause of the problem is the administrator's distrust of students. You are not sure if this is accurate and ask what evidence there is to support this. A member of the group asks you harshly, "Don't tell me you're defending them?"

a. State a goal for your feedback to this person in this situation and describe how that feedback would assist the group in reaching its goal.

b. Choose an appropriate type of feedback (directive, nondirective) for achieving the goal stated in 2a and justify your choice.

3a. What are the participant responsibilities you feel you would have most difficulty fulfilling in a group discussion? (Name at least two.)

b. Why would it be difficult for you personally to fulfill each responsibility you named in 3a?

c. How could you overcome each stated difficulty in a discussion?

4. Define leadership in group problem-solving discussion.

5. Using shared leadership for accomplishing leadership responsibilities would be most functional for which of the following situations?
   A. The topic is emotionally charged.
   B. All group members are equally knowledgeable and competent.
   C. The group is large.
   D. Time for decision-making is short.
   E. Group members are temperamental.

   Why did you choose the answer you did?

6. Resolving conflict in a group discussion by changing the "level" of the discussion refers to:
   A. Changing the topic to one less serious.
   B. Changing the setting of the discussion.
   C. Changing the focus of the conflict by trying to get at the basis of the conflict.
   D. Changing the type of leadership for a group.
   E. None of the above.

   Why did you choose the answer you did?

part 20

Planning Persuasive Messages to Change Behavior

Learning Objectives

Check the appropriate box when accomplished.

Given the description of a general persuasion situation and your specific description of the situation in your own life, you will be able to, in writing:

- ☐ 1. State a persuasive goal (in terms of behavior change) for your specified personal situation.
- ☐ 2. Complete a communication sequence to achieve your behavioral goal (at least three sentences for each step) and justify each step.
- ☐ 3. Explain which step would be most emphasized in this situation by stating its relationship to the receiver's responding behaviors.
- ☐ 4. Describe, in several sentences, the setting in which you will send your message (specifically refer to place, time, communication climate, and receiver involvement).

Skill Area 5 - Part 20

General Persuasion Situation:

You are trying to persuade one of your parents to purchase for you a very expensive gift that you really want for your next birthday.

Describe, in a sentence or two, a specific likely example of the above situation in your own life.

1. State persuasive goal (in terms of behavior change) for the situation you described above.

2. Complete a five-step communication sequence to achieve your behavioral goal in 1 (include at least three phrases for each step). Use the following format to complete each step of the sequence.

In phrase outline form what material will you give to achieve each of the steps?	Specifically, what is the anticipated change after each?	What physical signs will signify the change has happened?

Justify each step, in a sentence or two.

3. Explain which step would be most emphasized in this situation by stating its relationship to the listener's responding behaviors.

4. Describe in several sentences an optimal setting in which to send your message.

DOCUMENT D

PROJECT EVALUATION

The basic criteria for assessing the success of this project are student learning and affect. The amount and nature of learning is relative to the differences between a person's knowledge and skills upon entry and competency levels.

Pretesting using parallel forms of the tests enables direct measures of the learning gains from entry levels to exit(competency) level. Though this data is available we haven't studied it because our concern is not with a class percentage gain but with attaining competency levels for each person. However, our experience indicates that a typical person tends to pass about 20 percent of a pretest. Thus, the additional 80 percent is learned byover 92 percent of the students. However, as part of our article on the edumetric validation of the Cognitive Style Mapping elements, a self-report inventory, we compared pre-post map elements that were expected to change given the class experience. For example, Q(CK) Qualitative Code Kinesics, which represents the skills of sending and receiving nonverbal communication, went up 13.26 percentile points. Students did perceive learning gains.

1) The major evaluation of the project is by student accomplishment of course learning objectives. The data collected over a period of five years was presented in Document A -- Table 1. Tables 1 and 2 are representative of data included in semesterly reports to our President and Dean of Instruction since the program began. It should be highlighted that grades here reflect competency in 100% of the objectives rather than a certain percentage of total course objectives.

2) A further evaluation criteria is transfer and retention of learning. This is a difficult area to test. One test regarding transfer to the pre-teaching lab experiences of our students was reported in Document A. With more time and help this study could be updated and parallel studies for transfer to other professions could be completed. (Note: the study with pre-teaching lab experiences also suggested gains -- compared to the same course handled in a traditional learning format.)

3) Another significant criteria is student affect. The results of a questionaire regarding student affect was presented in Document A -- Table 2 as an indicator of the high affect consensus of students learning under the described approach.

Students also complete a Skill Area Questionaire after completing each skill area which indicates learning methods used and suggestions for improvement. Student affect reflected on these questionaires is high.

Beginning with Spring, 1975, the McKeachie Course Evaluation scales were completed by students. Data from these scales in included in Document A by related criteria.

4) Finally, as a less direct criteria for assessing the success of the project is administrative support of the project. Our administration is supporting the successes in dealing accountably with student learning. An Individualized Learning Lab will be part of a new building(planned occupancy, January, 1977) to support this and similar approaches.

DOCUMENT E

LETTERS OF RECOMMENDATION

NORTHEAST MISSOURI STATE UNIVERSITY

January 19, 1976

KIRKSVILLE 63501

Undergraduate Teaching Program
Change Magazine

Committee Members:

During the academic year 1971-72, Drs. Richard and Linda Heun shared their interests in searching for better ways to instruct college students with the writer. From 1971 to the present they have presented faculty members in many disciplines with opportunities to observe methods, review materials, and acquire their assistance in adapting principles of individualization and personalization.

Their research continues to show high level and personally satisfying student achievement. Teacher/student goal attainments, student transfer of skills to behavioral requirements in other courses, and favorable attitude expressions have been evidenced in their data collection.

Structuring learning experiences to achieve goals understood by learner and facilitator are indispensible requisites to the personalization of instruction. The Heuns' book, Developing Skills for Human Interaction, (Merrill, 1975) capsuled objectives, content, and procedures for the Speech Communication course taught by the authors. Their unique format permits and encourages the adaptation of personalization and individualization to a variety of content and skill building courses.

No major changes in content, cost, or student time requirements have been necessary for the writer's use of Heuns' techniques. Considerable organizational time may be required of the teacher as specifically presenting objectives matched with various avenues of attainment are among the essential components of a course structured according to their recommendations.

Increases in the number of questions asked, seeking of information behaviors, and voluntarily spent time in skill building practice have been observed by the writer. While mainly interested in augmenting general reading and study skill efficiency, the writer has observed and discussed the Heuns' procedures with students and teachers whose main concern was history, biology, chemistry, and physical education; expressions are of increases in student attainment and satisfaction.

Thank you for permitting this sharing. The work of the Drs. Heun has had an impact on this university; they now extend themselves to many schools at many levels in many communities as well as their fellow faculty members.

Viola Daily Martin

Dr. Viola Daily Martin
Director if Reading-Study Skill Laboratory

VDM/ph

NORTHEAST MISSOURI STATE UNIVERSITY

KIRKSVILLE 63501

January 19, 1976

To Whom It May Concern:

Dr's Richard and Linda Heun have developed since 1970 an individualized instruction approach to "core" communication skills common to occupational, personal, and social needs of students. Having closely observed the development of this program, I am certain that the materials have been well ordered, comprehensive, and appropriate to the abilities of the students. I believe that the goals of both the students and the instructors are being met. Enrollment levels have increased in subsequent offering of this method in competition with the traditional methods.

As can be seen through the attached materials evaluation criteria, standards, and methodologies have been made clear and appropriate to the goals of the experience.

I have come to believe that this methodology offers a variable alternative to the traditional methods and increases the value of the learning for many students whose cognitive development needs this stimulus.

Sincerely,

Edwin C. Carpenter

Edwin C. Carpenter, Head
Language and Literature Division

psc

University of Missouri - Columbia

115 Switzler Hall
Columbia, Mo. 65201

COLLEGE OF ARTS AND SCIENCE
Department of Speech and Dramatic Art

Telephone
314 449-8089

January 31, 1973

copy

Drs. Richard and Linda Hyen
Department of Speech
Northeast Missouri State University
Kirksville, Mo. 63501

Dear Hyens:

Your presentations at the CMSU conference on the basic course were impressive. As I suspected your program is the pace setter for the state. But your demonstrations have mainly aroused our curiosity about how your program works.

Would you be willing to show some University of Missouri Ph.D. candidates (mainly speech education majors) your individualized instruction program right there at Northeast Missouri State University? We can come there by early afternoon on either Feb. 23 or March 2. If you are already committed at these times, perhaps we can arrange another. Let us know what you think when I call you on the WATTS line one of these days in the next week or so. It was a pleasure to see you both at the conference.

Sincerely,

Paul Nelson

Paul Nelson

PEN:sw